Volume 8 Issue 4 (2024) Pages 713-723
Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini
ISSN: 2549-8959 (Online) 2356-1327 (Print)

Evaluating the Alignment of the MBKM S-1 PIAUD Curriculum with Raudatul Atfal Institution Needs

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DOI: 10.31004/obsesi.v8i4.5884

Abstract
The MBKM (Merdeka Belajar Kampus Merdeka) curriculum aims to improve higher education institutions' ability to produce graduates ready to face challenges in modern technology, science, and society. This study aims to evaluate the MBKM undergraduate Islamic Early Childhood Education (PIAUD) curriculum, focusing on its alignment with the needs of Raudatul Atfal (RA) institutions. Questionnaires were distributed to selected RA institutions using a comprehensive evaluation process. Most of the feedback indicated that the curriculum met professional standards very well, although there were some differences of opinion. A thorough analysis of the responses showed that most stakeholders appreciated the benefits of the curriculum but noted some inconsistencies in its relevance and pointed out areas for improvement. The curriculum aligns with industry expectations and can serve as a model for other programs. The study confirms its effectiveness and provides insights for education policymakers adapting to changing industry standards.

Keywords: *mbkm; piaud curriculum; raudatul atfal; relevant*

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Received 25 January 2024, Accepted 13 August 2024, Published 13 August 2024

Introduction

Higher education cannot be dispensed in the development of society. Educational programs require continuous transformation with the increasing changes in society and technology. Courses to be designed shall meet all kinds of community needs and uphold upcoming scientific and technological developments. The Ministry of Education and Culture works to enhance workforce competence since many competency gaps are shown in the digital era 4.0. Initiatives are in place to reduce graduate unemployment by aligning educational outputs with industry standards and the shifting job market, thereby equipping graduates to meet professional demands, as noted by effectively Suastika et al. (2022) and Wulandari et al. (2022). There is a critical research gap: Though educational strategies need to be updated, Chalim, 2019 (in Yusuf & Arfiansyah, 2021) Places a steady mismatch between the competencies educational programs have developed and what is required in the job market today. Such a mismatch means an urgent call for educational strategies that directly respond to and integrate the current market demand and social expectations.

The Ministry of Education and Culture has just adopted a new curriculum called "Merdeka Belajar-Kampus Merdeka." This curriculum pushes toward independence and flexibility in the learning processes of Higher Education (Widiyono et al., 2021). According to Endrawan et al. (2021) and Siregar et al. (2020), the policy allows students to have the freedom

DOI: 10.31004/obsesi.v8i4.5884

to be involved in learning activities outside the regular curriculum and the campus for a maximum of three semesters, thus increasing their academic and professional exposures. Under the control of Permendikbud No. 3 of the Year 2020, the MBKM curriculum sets out to build a culture for innovative and accessible learning, satisfying students' diversified requirements to meet workforce demands through the encouragement of mastering several disciplines. This curricular flexibility allows learners to select courses that interest them in their career goals (Mariati, 2021), thus increasing the quality of education. Kayati and Kusuma (2023) add that the MBKM policy encourages independence in choosing courses, helping students extend their knowledge and abilities to aptitude and individual preference. Education must adapt to the dynamic job market and stay relevant to industry demands through ongoing research and updates to the educational system to meet current professional standards.

According to Ariefah et al. (2023) The MBKM program has thoroughly changed Indonesia's university curriculum. It is a framework that binds instructions innovatively at different levels. The curriculum reform prepares students for leadership and instills a strong sense of nationalism. It does this through several student exchange programs, internships, and entrepreneurial activities that provide an adaptive learning environment. MBKM has the task of developing humanitarian projects to solve the problem of graduate unemployment independently (Direktorat Jenderal Pendidikan Islam, 2022).

Further innovations in curriculum design, as reported by Vhalery et al. (2022), opened learning both within and outside the campus setting. Thematic villages and personality evaluations enhance practical skills and promote personal development. This kind of innovation is, thus, instrumental in enabling learners to acquire competencies relevant for application in the dynamic modern workplace, a benefit that Misnawati & Zuraini (2023) also reported for enhancing soft and hard skills.

Further, Nofia (2020) insists that MBKM's policy of encouraging cross-institutional studies has dramatically expanded the scope of education without compromising the quality and integrity of higher education. Capitalizing on these newly expanded learning vistas will help students better respond to contemporary challenges effectively and, therefore, contribute to national development.

This restructuring of broad-reaching educational frameworks with the initiative of MBKM underlines a critical gap in research. Successfully instilling diverse competencies into students, continuous assessments are called for to ensure these educational strategies remain very close to the evolving industry demands and societal expectations. Continuous improvements in education are required to meet all the current and future needs of the workforce through the MBKM approach.

The MBKM Program, implemented in multiple study programs such as the Islamic Early Childhood Education program, aims to change educational paradigms significantly. It seeks to better prepare students for leadership roles and promote a strong sense of nationalism. As far as is understood from the association of the PIAUD study program, there was an extensive workshop for the preparation and detailing of the refinement of policies concerning implementing the MBKM curriculum so that it aligns nationally. For Prodi PIAUD at UIN Sultan Maulana Hasanuddin Banten, this curriculum commenced in 2021-2022. Graduates of the MBKM program at Prodi PIAUD UIN Sultan Maulana Hasanuddin Banten are ready to support early childhood education in Banten, especially at places like Raudatul Atfal (RA). It is essential to conduct a thorough analysis of the curriculum's alignment with the needs of the institutions. It is crucial to assess whether students have the necessary tools and materials for learning and if their instruction adequately prepares them for the job market and aligns with industry requirements. The teachers primarily influence the success or failure of implementing the new curriculum (Alkandari, 2023). Therefore, it is crucial for PIAUD students, who are future educators, to adapt to curriculum changes and fulfill the expectations of RA institutions.

DOI: 10.31004/obsesi.v8i4.5884

Raudatul Atfal (RA) is the term for the education of early childhood children who are religiously Islamic under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia (Huliyah, 2020). RA is a preschool education unit characteristic of the Islamic religion on the educational path of the school about the Department of Religion, which provides early education programs for children aged at least four years until they enter primary education institutions. Law No. 20 the Year 2003 Article 28, paragraph 3 on the National Education System explains that "Raudatul Atfal (RA) organizes Islamic religious education that implements the values of faith and respect in the pupils to develop their potential as in the Kindergarten (TK)" (Undang-Undang RI, 2003; Sugianto, 2011). The RA position is equivalent to the TK based on thorough analysis.

One of the campuses implementing MBKM is the Faculty of Social and Law, Surabaya State University, which holds KKN-T by determining a theme according to the needs of the village where the KKN is born. The KKN-T initiatives have improved student outcomes and positively impacted the local community and campus (Prabawati et al., 2023). The research aims to determine if the MBKM Prodi PIAUD curriculum is relevant to the requirements of the RA Institution in Banten province. The findings will be used to develop the Curriculum MBKM PIAUD UIN Banten by adapting the RA requirements. What is the formulation of the research problem? How does the draft curricular MBKM S1 Prodi PIAUD fit with the need for educational institutions RA in the province of Banten?

According to Winarno (1977) and Nurgiyantoro (1988) (in Ismawati, 2015), curriculum development should follow relevance, effectiveness, efficiency, flexibility, continuity, lifelong education, goal-oriented, integrity, synchronization, objectivity, and democracy. Relevance means that education should meet the demands of society, the environment, employment needs, and present and future development.

Curriculum planning should be a continuous process that is regularly evaluated and revised. Aside from assessing students, teachers must also consider the curriculum. Tyler's Four Steps in Developing a Curriculum involve asking four key questions: What are the educational objectives? What academic experiences can help achieve those objectives? How can learning experiences be effectively managed? How can we know if students have completed their learning objectives? These steps greatly influence the curriculum development process. (Tyler, 2013).

By Law Number 14 of 2005, Article 10, Paragraph 1, individuals seeking to become professionals in the education sector must demonstrate a range of competencies spanning pedagogical, personality, social, and professional skills. The education system mandates specific competencies crucial for ensuring the quality and effectiveness of education services provided to students. These competencies are legally required to ensure that educators possess the necessary expertise and know-how to effectively carry out their duties and obligations for the betterment of their pupils (Undang-Undang RI, 2005). To obtain the certificate of professional educator, the educational program for preschool teachers prepares S1 Education graduates with the required competencies, as stated in the Permendiknas RI number 8 of 2009 (Permendiknas, 2009). According to Haenilah (2014), this policy aims to improve teacher education by using competence mastery standards and serving as input and reflection material for teacher education curricula, including PAUD teachers.

In addition, Haenilah (2014) suggested developing a PAUD student curriculum using a competitive model to prepare them to become professional teachers. Because he believes this model has its characteristics and effects in supporting and developing the attributes of the teacher's learning process, how can theory and practice be linked? How can we balance the content of academic and pedagogical subjects? How can we help improve the quality of teachers? Moreover, how can educators be prepared to meet the demands of their profession? It is generally seen from several settings, for example, the nation's philosophy, the needs of society, advances in science and technology, politics, and funding for building curriculum structures.

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The Early Childhood Education (PAUD) curriculum has transitioned from the 2013 curriculum to an independent one. Competent teachers are essential to successfully implementing the new curriculum and achieving learning objectives. The efficacy of the curriculum implementation process hinges on the teacher's proficiency, competence, and capacity to execute the curriculum according to its goals (Rasmani et al., 2023). Universities providing training to PAUD teachers play a crucial role in meeting institutional and teacher requirements.

This study aims to evaluate the MBKM S1-PIAUD curriculum. The study will assess if the MBKM S1-PIAUD UIN Banten curriculum meets the requirements of Raudatul Atfal institutions and teachers. According to Felayati and Yaswinda (2019), program evaluation is necessary to obtain feedback on implemented programs.

Methodology

This is descriptive field research, which focuses on describing the relevance of the MBKM S-1 PIAUD UIN Banten curriculum to the needs of the institutions, Raudatul Atfal, within the confines of Banten province. According to (Yusuf, 2016), it involves the systematic and accurate description of the characteristics of the implemented curriculum and its effects on the education framework. This research seeks to obtain more in-depth and extensive information about the relevance of the MBKM S-1 PIAUD UIN Banten curriculum to the requirements of Raudatul Atfal (RA) in Banten province. Thus, this research focuses on solving problems by describing them accurately and precisely. To get this picture, researchers created a list of survey questions, which were then analyzed using quantitative data. The participants consist of teachers affiliated with the RA educational system in Banten Province. We have chosen these participants because they are directly involved in achieving the curriculum outcomes, ensuring their feedback is relevant and well-informed.

The study was conducted to determine the level of conformity of the draft MBKM S-1 PIAUD UIN Banten curriculum with the requirements of the RA institution. The participants were teachers affiliated with the RA educational system distributed throughout the province of Banten who would benefit from the PIAUD S-1 graduates. A Likert scale questionnaire with 39 questions and four scales (very relevant, relevant, less relevant, and irrelevant) was used to collect data. The questionnaire was given directly to RA teachers in the province, and the research instruments used are shown in Table 1.

Table 1. Research Instrument

No.	Research Instrument	Instrument Items
1	Relevance of Study Materials for Lectures	1-10
2	Relevance of Course Material	11-30
3	Relevance of Course Learning Achievements	31
4	Relevance of Graduate Profile	32
5	MBKM Course Planning	33-39

The targeted objectives were achieved through a specific sample selection process (Sugiyono, 2017). The analysis utilized quantitative methodologies to assess the replies, with a specific emphasis on calculating frequencies and percentages to ascertain the curriculum's alignment with the requirements of the RA institutions. Figure 1 displays the flowchart of the research methodology.

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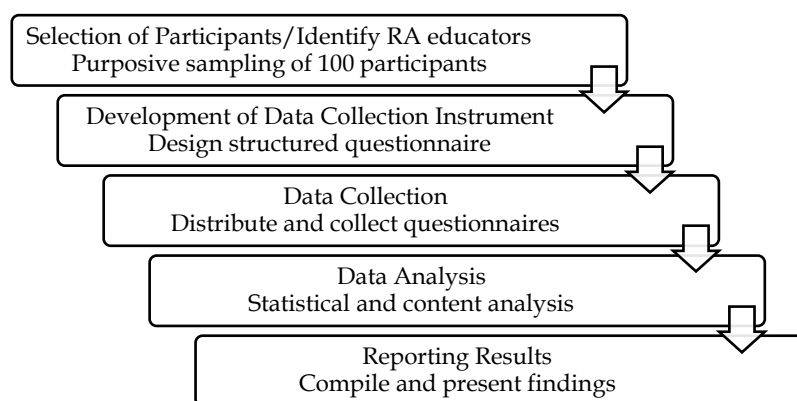
Figure 1. Flowchart of the research methodology

Results and Discussion

The results of the MBKM S-1 PIAUD UIN Banten curriculum documentation analysis illustrate that the curriculum structure consists of formulating graduate competency standards, learning outcomes containing attitudes, knowledge, general skills, special skills, determination of study, and implementation of MBKM. As a result of interviews with the head of the study program and friends, data was obtained that the PIAUD UIN Banten undergraduate curriculum was obtained through efforts to review and update the PIAUD study program curriculum by analyzing the needs of graduates from the perspective of stakeholders and society as well as evaluating the implementation of the current and ongoing curriculum. Analysis is also carried out on curriculum design and development. Since its founding in 2015, the PIAUD UIN Banten Undergraduate Study Program has undergone two curriculum changes, namely KKNI 2015, which at that time was still called PGRA (Raudatul Atfal Teacher Education) then followed by KKNI 2018 which changed to PIAUD until now.

The curriculum is designed and analyzed in the context of MBKM implementation so that MBKM policies can be integrated into an outcomes-based curriculum linked to early childhood education and Islamic values. Through various activities outside the classroom, it is hoped that the curriculum will make it easier for students to acquire new skills and broader learning experiences to prepare graduates to face more complex life challenges in the digital era 4.0.

The survey was conducted on seven RA institutions in Banten province, with two respondents each from each RA institution surveyed. Respondents consisted of school principals, teachers, and school operators. The survey results are shown in Table 2. The respondents' answers in Table 2 were then analyzed to determine the percentage of respondents' answers per instrument item shown in Table 3. Table 3 shows that 23 instruments have the answer A/very relevant. Then, it will be followed by the instrument with the answer B/relevant, as many as 12 elements. In contrast, the answer with the same percentage (responses A and B) has four components. Thus, the MBKM S-1 PIAUD UIN Banten curriculum compatibility survey results are very relevant. A summary of the respondents' answers is shown in Table 4. Based on the data in Table 4, the highest percentage was obtained for answer A (very relevant), namely 52.75%, followed by answer B (relevant) at 40.48%, answer C (less relevant) at 4.03%., answer D (irrelevant) 0.18% and another answer (E) was 2.56%. Thus, the MBKM PIAUD UIN Sultan Maulana Hasanuddin Banten curriculum is ideal for the requirements of RA institutions in Banten province.

Another answer (E) is the respondent's answer outside the specified choices. Answer E is often found in item 32, a question about the profile of graduates from the PIAUD UIN Banten undergraduate study program consisting of PAUD and Edupreneurship educators. Several respondents proposed adding a graduate profile, namely becoming a PAUD consultant and psychologist.

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Table 2. Respondent's answers per instrument item

Respondent's Answers Per Instrument Item					Total
A	B	C	D	E	
5	9	0	0	0	14
7	7	0	0	0	14
8	6	0	0	0	14
6	6	0	0	2	14
8	6	0	0	0	14
7	7	0	0	0	14
8	6	0	0	0	14
8	6	0	0	0	14
5	9	0	0	0	14
8	6	0	0	0	14
8	5	0	0	1	14
10	4	0	0	0	14
13	1	0	0	0	14
11	3	0	0	0	14
12	2	0	0	0	14
6	7	0	0	1	14
10	3	1	0	0	14
8	5	0	1	0	14
9	3	2	0	0	14
8	4	2	0	0	14
8	4	2	0	0	14
7	5	2	0	0	14
8	6	0	0	0	14
14	0	0	0	0	14
11	3	0	0	0	14
9	5	0	0	0	14
4	9	0	0	1	14
7	5	2	0	0	14
9	4	1	0	0	14
3	8	3	0	0	14
12	2	0	0	0	14
0	7	0	0	7	14
5	7	2	0	0	14
7	7	0	0	0	14
6	8	0	0	0	14
2	10	1	0	1	14
4	6	3	0	1	14
3	10	1	0	0	14
4	10	0	0	0	14

Table 3. Percentage of Respondent's Answers Per Instrument Item

Percentage Per Instrument Item (%)					Total	Max	Information
A	B	C	D	E			
35.71	64.29	0.00	0.00	0.00	100	64.29	"B"
50.00	50.00	0.00	0.00	0.00	100	50.00	"A", "B"
57.14	42.86	0.00	0.00	0.00	100	57.14	"A"
42.86	42.86	0.00	0.00	14.29	100	42.86	"A", "B"
57.14	42.86	0.00	0.00	0.00	100	57.14	"A"
50.00	50.00	0.00	0.00	0.00	100	50.00	"A", "B"
57.14	42.86	0.00	0.00	0.00	100	57.14	"A"
57.14	42.86	0.00	0.00	0.00	100	57.14	"A"
35.71	64.29	0.00	0.00	0.00	100	64.29	"B"
57.14	42.86	0.00	0.00	0.00	100	57.14	"A"
57.14	35.71	0.00	0.00	7.14	100	57.14	"A"
71.43	28.57	0.00	0.00	0.00	100	71.43	"A"
92.86	7.14	0.00	0.00	0.00	100	92.86	"A"
78.57	21.43	0.00	0.00	0.00	100	78.57	"A"
85.71	14.29	0.00	0.00	0.00	100	85.71	"A"
42.86	50.00	0.00	0.00	7.14	100	50.00	"B"
71.43	21.43	7.14	0.00	0.00	100	71.43	"A"
57.14	35.71	0.00	7.14	0.00	100	57.14	"A"
64.29	21.43	14.29	0.00	0.00	100	64.29	"A"
57.14	28.57	14.29	0.00	0.00	100	57.14	"A"
57.14	28.57	14.29	0.00	0.00	100	57.14	"A"
50.00	35.71	14.29	0.00	0.00	100	50.00	"A"
57.14	42.86	0.00	0.00	0.00	100	57.14	"A"
100.00	0.00	0.00	0.00	0.00	100	100.00	"A"
78.57	21.43	0.00	0.00	0.00	100	78.57	"A"
64.29	35.71	0.00	0.00	0.00	100	64.29	"A"
28.57	64.29	0.00	0.00	7.14	100	64.29	"B"
50.00	35.71	14.29	0.00	0.00	100	50.00	"A"
64.29	28.57	7.14	0.00	0.00	100	64.29	"A"
21.43	57.14	21.43	0.00	0.00	100	57.14	"B"
85.71	14.29	0.00	0.00	0.00	100	85.71	"A"
0.00	50.00	0.00	0.00	50.00	100	50.00	"B", "E"
35.71	50.00	14.29	0.00	0.00	100	50.00	"B"
50.00	50.00	0.00	0.00	0.00	100	50.00	"A", "B"
42.86	57.14	0.00	0.00	0.00	100	57.14	"B"
14.29	71.43	7.14	0.00	7.14	100	71.43	"B"
28.57	42.86	21.43	0.00	7.14	100	42.86	"B"
21.43	71.43	7.14	0.00	0.00	100	71.43	"B"
28.57	71.43	0.00	0.00	0.00	100	71.43	"B"

The following section discusses how the S-1 PIAUD MBKM study program curriculum meets the demands of RA educational institutions in Banten Province. When developing a curriculum, it is essential to consider its relevance to the user's requirements. The principle of significance refers to the consistency of educational output with society's expectations, including the relevance of education to the environment, the relevance of education to the needs of the world of work, and the relevance of education to current and future changes in life. For this reason, a needs survey of users is needed as a guide for developing the curriculum.

Regarding this research, the users surveyed were from the Raudatul Atfal (RA) educational institution. The survey results of RA teachers in Banten Province show that the S-1 PIAUD MBKM curriculum at UIN Banten is very in line with the requirements of RA institutions. The MBKM S-1 PIAUD UIN Banten curriculum can be applied and is to the requirements of the RA Institution, the demands of work at the RA, and is in line with current

DOI: 10.31004/obsesi.v8i4.5884

and future advances in life, especially in preparing the generation for the digital era 4.0. Wardhani and Katoningsih (2022) believe that the MBKM program activities foster life skills essential for educating future PAUD teachers.

Table 4. Summary of Respondent's Answers

Respondent	Answers					mount
	A	B	C	D	E	
1	11	20	4	1	3	39
2	12	25	1	0	1	39
3	28	10	0	0	1	39
4	21	17	0	0	1	39
5	31	8	0	0	0	39
6	35	2	0	0	2	39
7	11	21	7	0	0	39
8	11	21	7	0	0	39
9	28	11	0	0	0	39
10	26	13	0	0	0	39
11	13	23	2	0	1	39
12	33	3	1	0	2	39
13	16	22	0	0	1	39
14	12	25	0	0	2	39
Amount	288	221	22	1	14	546
Percentage	**52.75**	**40.48**	**4.03**	**0.18**	**2.56**	**100**

Implementing the MBKM S-1 PIAUD UIN Banten curriculum, which comprises various activities like internships, teaching assistance, student exchange, community service, and others, has faced several obstacles. One of the challenges is the overlapping of teaching assistance with the practical fieldwork (PKL) program that existed previously in the Faculty of Tarbiyah and Education. The PKL program has been substituted with the "Pengenalan Lapangan Persekolahan" (PLP) internship program to tackle specific problems related to practical work experience. The PLP internship program is designed to introduce the functioning of educational institutions. Furthermore, implementing internship activities has been challenging, as S-1 education offers internships for becoming a teacher, which also overlaps with teacher assistance activities. Similar issues were reported in the study conducted by (Rahmadia et al., 2022), where some MBKM programs at the universities they studied could not be implemented for various reasons. For instance, the Faculty of Law faced difficulties in carrying out internships. Nonetheless, the department is making efforts to conduct internship activities effectively.

Next, we will discuss how the learning content of the MBKM S-1 PIAUD study program curriculum is relevant to the requirements of RA teachers in Banten province. According to Tyler (2013), four questions are parameters for curriculum development and learning planning that significantly impact curriculum development steps: What are the required educational objectives? What educational opportunities are offered to support educational goals? How can the educational process be managed effectively? How can one know whether educational goals have been achieved? Tyler then formulated these four questions as phases or steps in the curriculum creation process to formulate objectives, learning experiences, management of learning experiences, and evaluation.

They were formulating learning objectives and experiences and managing learning experiences by creating content. They were followed by determining the material content to achieve the learning objectives. As well as deciding what learning strategies are and how to evaluate learning outcomes, all of which are listed in the learning plans made by each course lecturer. Apart from lecturers being required to create learning plans, PIAUD undergraduate students are also provided with the PAUD curriculum and learning materials, which are

DOI: 10.31004/obsesi.v8i4.5884

mandatory subjects. Because according to Kanellopouluo & Darra (2018) (in Oktamarina et al., 2023), learning planning courses are compulsory at universities majoring in education. Likewise, there are Curriculum and Learning courses in the UIN Banten PIAUD Undergraduate Study Program. This course has material on curriculum development and learning planning, as well as managing the learning environment in PAUD. The aim is for graduates to have the competence to develop a curriculum and prepare learning plans according to current needs. The MBKM curriculum content of the UIN Banten PIAUD Undergraduate Study Program is shown in Table 5.

Table 5. MBKM Curriculum Contents for the S-1 PIAUD Study Program at UIN Banten

No	Study Materials	Course Name
1	Child Growth and Development	a. Basics of Early Childhood Education b. Children's Moral and Religious Development c. Physical Motor Development of Children d. Children's Cognitive Development e. Children's Language and Literacy Development f. Children's Social and Emotional Development g. Children's Art Development h. Play and Games i. Special Needs Education j. Music and Dance Arts k. Art l. Sociodrama
2	Family and Community/Society Relations	Family Education
3	Assessment	Assessment
4	Curriculum and Learning	a. Curriculum and Learning b. Learning Environment Management
5	Safety, Health, and Nutrition	Safety, Health, and Nutrition
6	Professionalism and Leadership	a. Professionalism and Leadership b. Digital Learning Design
7	Administration and Management	a. Administration and Management b. Edupreneurship

Based on the results of an opinion poll with RA teachers, the curriculum material for the PIAUD MBKM Undergraduate Study Program is following RA's demands because it is in line with the learning objectives at RA and the skills that must be possessed by prospective RA teachers who have unique Islamic religious values. After all, every content of the MBKM UIN Banten curriculum is always based on theories from the Koran and Sunnah of the Prophet Muhammad SAW, in addition to Western theories and respect for local wisdom values.

Curriculum development is constantly changing. Many organizations use different methods. According to Sugiana (2018) and Maghfiroh and Sholeh (2022), curriculum organization is crucial in determining the discussion of material to be taught, teaching mechanisms, and course names. In the context of the MBKM curriculum, the study program curriculum must be designed to adapt and focus on MBKM activities. The curriculum development process includes the design of MBKM policy, standard operating standards for implementing MBKM, academic cooperation programs, and identifying program support needs (Baharuddin, 2021). Curriculum development must be carried out through planning, learning processes, assessment, and evaluation of learning by compiling open guidelines for implementing the MBKM program, converting over credit or SKS, and adjusting to Permendikbud RI number 03 of 2020 concerning National Higher Education Standards, article 15 paragraph 1 (Permendikbud, 2020).

DOI: 10.31004/obsesi.v8i4.5884

In the following section, we will discuss how the graduate profile of the MBKM curriculum aligns with the requirements of the RA Institution for the PIAUD undergraduate study program. Becoming a professional educator, education staff member, and entrepreneur is the profile of a PIAUD bachelor's degree graduate. Based on the findings of a study of RA teachers in Banten Province, this profile still needs to meet RA's demands. The poll findings showed that respondents proposed that the graduate profile be supplemented with educational consultants and psychologists/psychiatrists. The RA institution must become a quality institution and know its growth and development of children's potential, interests, and talents.

The head of the PIAUD undergraduate department/Prodi at UIN Banten revealed that educational consultants have been accommodated in the educational entrepreneur/entrepreneur graduate profile. Academic entrepreneurship means being able to work as a teacher educational consultant, making and marketing educational game tools (APE) for children or other entrepreneurial activities that PIAUD alums can carry out. The graduate profile as a psychologist/psychiatrist is a separate branch of scientific discipline. Thus, it cannot be used as a profile of PIAUD graduates, even though in implementing learning activities, students are given much material related to the psychology of child development, including child growth and development characteristics of early childhood as curriculum content.

Conclusion

The MBKM S-1 PIAUD UIN Sultan Maulana Hasanuddin Banten curriculum is very relevant to the requirements of RA institutions because it follows the demands of life in society, relevant to the requirements of RA institutions, relevant to work demands, and relevant to current and future life developments for preparing the digital era generation 4.0. The content of the MBKM S-1 PIAUD UIN Banten curriculum with the requirements of RA is very in line with the requirements of RA teachers, where the materials prepared are provisions for becoming professional RA teachers. The profile of PIAUD undergraduate graduates consisting of "professional educators and education staff" and "entrepreneurs" are considered less relevant because the current need for RA is still a shortage of expert psychologists/psychiatrists and RA education consultants.

Acknowledgments

The authors wish to thank the LP2M UIN Banten for funding projects associated with this paper. The author would like to thank the RA teachers in the Banten province area who participated in this research as respondents. Additionally, thanks to all parties involved in the completion of this study. Special thanks to the administrators of Jurnal Obsesi for agreeing to publish this article.

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